



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Inspection Report

Emirates Private School

Academic Year 2013 – 14

Iqraa

Emirates Private School

Inspection Date	26 – 29 May 2014
School ID#	155
Licensed Curriculum	British and Ministry of Education (MOE)
Number of Students	1,310
Age Range	3 to 20 years
Gender	Mixed
Principal	Nabil Khlief
School Address	School Road, Al Manaseer, Al Ain, PO Box 17549
Telephone Number	+971 (02) 767 9322
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Official Email (ADEC)	Emiratesaa.pvt@adec.ac.ae
School Website	www.emiratesprivate.sch.ae
Date of last inspection	5 - 8 November 2012

The overall effectiveness of the school

Inspectors considered the school in relation to 3 performance categories

Band A High performing (overall effectiveness grade 1, 2 or 3)

Band B Satisfactory (overall effectiveness grade 4 or 5)

Band C In need of significant improvement (overall effectiveness grade 6, 7 or 8)

The School was judged to be:	BAND C;	GRADE 6
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The main strengths of the school are:

- the extensive programme of professional development for teachers
- the improving standards in Arabic
- students' personal development, and the improvements to student behaviour
- the strong ethos of pastoral care that supports positive and harmonious relationships between students and teachers
- the re-organised administrative structure that enables the school to run smoothly on a day-to-day basis.

The main areas for improvement are:

- the standard of students' work in all subjects
- the quality of teaching to consistently meet the learning needs of all students, particularly those with special educational needs (SEN) and specific gifts and talents
- the development of systematic and rigorous assessment procedures to monitor students' attainment and progress, and to provide them with learning targets
- the quality of learning resources, particularly with regard to information and communications technology (ICT), reading materials, and facilities to engage in sport, music and art
- the curriculum implementation to ensure sufficient breadth overall, and that the KG curriculum is more closely aligned to international standards
- the need to address identified security and safety concerns.

Introduction

The school was inspected by 4 inspectors. They observed 56 lessons, reviewed students' written work and studied school documents. They conducted several meetings with the principal, vice-principals, other members of staff, students, parents, and a member of the school board. They also analysed the 226 responses to the parents' questionnaire. The principal was involved throughout the inspection process.

Description of the School

Emirates Private School was first established in 1988 and is part of the Emirates Educational Institute. It is located in Al Manaseer, Al Ain. The school board is chaired by the owner and comprises employees of the school, parents, students and external partners.

There are 1,542 students in total: 838 boys and 704 girls. Male and female students are taught separately from Grade 4 onwards. Almost all students are Muslim and 94% are of Arab heritage. Of the total students enrolled, 29% of students are Egyptian, 20% Emirati, 15% Jordanian, 9% Sudanese, 5% Palestinian and a smaller number from other nationalities. The school identifies 35 students with special education needs (SEN), and 85 with specific gifts or talents.

The school follows the Ministry of Education (MoE) and British curricula. Students choose which curriculum to follow from Grade 1. Admission procedures after Grade 1 for new applicants and students who move from the MoE to the British curriculum include an entrance examination and interview.

Fees range from AED 5,000 in Kindergarten (KG) to AED 9,500 in the upper school. This range falls within the affordable to low categories.

The Effectiveness of the School

Students' attainment & progress

Attainment in English, mathematics, science and ICT is below international standards and progress is unsatisfactory. Standards in Arabic and social studies compare favourably with those schools following the same curriculum; progress is satisfactory. Attainment in the British section is higher than that in the MoE section. Overall performance by older students in British external examinations is unsatisfactory. Students develop adequate basic skills in reading, writing, speaking, listening and numeracy; they do not use these skills sufficiently to develop learning in all subjects. Students demonstrate limited ICT and 21st Century skills. This is because teaching methods and resources are limited, and curriculum coverage is narrow.

In English, students demonstrate well-developed listening skills and enjoy speaking; their skills in reading and writing are weaker and lack confidence. Children in KG make stronger progress from their starting points in developing language skills. In science and mathematics, students lack confidence to explain observations and apply principles of investigation. Students acquire basic skills in numeracy such as counting in KG and mental mathematics in Grade 7; they have more difficulty in applying this knowledge in solving equations.

Students do not demonstrate age-appropriate knowledge in Islamic education; for example, younger students are unfamiliar with the biography of the prophet's wife, Khadijah Bint Khuwaylid, and older students do not know the concept of resurrection and man's accountability for his deeds. Progress is restricted by limited teaching strategies. Students' knowledge and understanding in Arabic and social studies are in line with curriculum expectations. In Arabic, students use basic grammar accurately and read fluently.

Students' personal development

Students are usually well behaved, polite and courteous, in lessons and around the school. Some students are not actively engaged in lessons as a result of weaker behaviour management. Students have well developed notions of morality, reinforced by assemblies that provide strong moral messages related to the everyday life. Students respect differences in culture and religion. They are aware of the tradition and values of the UAE and show respect when the national anthem is played each morning. Students have positive attitudes and say that they enjoy school. Girls show a higher level of confidence as well as a stronger focus on the importance of working together. Students have some opportunities to take on leadership roles; for example, through the students' council and by

monitoring behaviour during breaks. Boys usually have fewer opportunities to take on leadership roles and show initiative.

Most students know what constitutes a healthy life style, and many are keen to take part in sport. Facilities are limited and some do not engage in sufficient physical activity. Older students state that they need better guidance on how to prepare for their future lives. Students are only able to participate in a limited range of social, cultural, scientific, sporting and other activities. In many lessons, there are too few opportunities to develop qualities such as persistence and adaptability. Attendance is satisfactory at above 90%; punctuality remains an issue for some students.

The quality of teaching and learning

The quality of teaching and learning is inconsistent and a significant minority of lessons in most subjects are unsatisfactory. Teachers have a secure knowledge of their subject; they are less secure in how best to support students' learning. There is too great a focus on teaching to the test and teaching does not enable students to contribute fully to their own learning. Students do not have sufficient opportunities to engage in dialogue, or deepen their learning through self-assessment. In the most effective lessons, for example in mathematics, group-work enables discussion and sharing and accelerates learning. In other lessons, students have few opportunities to work independently or collaboratively and they are often teacher dominated and textbook driven. There is limited use of differentiation of learning activities. This results in a lack of challenge for higher ability students and limited support for those who find learning difficult.

There is very little use of ICT in teaching and access for students is limited. Lesson planning is basic and learning objectives are often unclear. The school's leaders have taken preliminary steps to improve teacher training and there is an improved focus on professional development. This is supporting teachers to use a wider range of teaching and learning strategies and is evident in the most effective lessons, such as peer assessment and the effective use of questioning to challenge learning in social studies.

Meeting students' needs through the curriculum

The curriculum implementation is unsatisfactory. It provides a basic range of core subjects. Most students, particularly in the upper grades, have access to a limited number of subjects. Implementation of both curricula do not offer students enough opportunities in the creative arts, music, drama, humanities, sport, and the development of technical skills. Students' options in external examinations are also too narrow.

KG curriculum implementation does not sufficiently meet international expectations. Curriculum planning provides a narrow range of enrichment activities. In both curricular, planning does not ensure that teaching adequately meets the learning needs of higher ability students and those who find learning difficult. An initiative has recently been introduced to provide remedial lessons before the beginning of the school day. It is too soon to judge its success; students are appreciative of this opportunity. Implementation also provides limited opportunities for students to develop ICT and 21st Century skills.

Only a few lessons are planned to make connections with students' experiences. Access to extra-curricular activities is very limited. Other community links to enhance learning are also limited and only a narrow range of curriculum-related field trips are planned in order to enrich students' learning experiences.

The protection, care, guidance and support of students

The protection, care, guidance and support of students are satisfactory. The school has a positive ethos towards the care of students and staff maintain respectful and supportive relationships with them. The social workers effectively monitor pastoral concerns such as organisation and discipline. The counsellor attends to academic issues. The child protection policy is understood by staff. They have been given clear guidance, and understand their roles and responsibilities. A priority focus has been given to improving students' behaviour. Rewards and sanctions are applied consistently across the school, and students confirm that behaviour is now of an acceptable standard. They state that bullying is rare, and is dealt with appropriately when it happens. Parents also confirm that there is an effective pastoral system and that their children are well cared for and safe. Attendance is checked regularly, and the school has a stringent policy of ensuring that satisfactory attendance levels are maintained.

All staff are appropriately checked for their suitability to work with children and young people. A central register is properly maintained with their personal and professional qualifications, and entitlement to work in the UAE. Muslim students have opportunities for prayer in the designated prayer room. Medicines are stored safely, and the school maintains a clean and well-stocked clinic. Limited contacts have been established with universities to provide appropriate guidance on careers and next steps in education.

The quality of the school's buildings and premises

There has been limited improvement in the quality of buildings and premises since the previous inspection. The school ensures appropriate minor maintenance and systematic cleaning. The KG provides a bright, airy and appropriate environment for young children and they have access to ICT in each room. It is well equipped

with large play equipment. In older grades, the number of students in some classes have been reduced to better accommodate them in the cramped classrooms; some rooms are still too small. There are sufficient ICT suites. Facilities for science are restricted and laboratories remain small: the boys' section has laboratories for physics and chemistry, the girls' section provides one physics laboratory, and there is no laboratory for biology. There is insufficient access to sports facilities: a large tiled and roofed playground provides for limited outdoors activities. Art rooms are very small and do not support curriculum delivery. Plans are in progress to develop and improve the site.

Security is not sufficiently rigorous. Safety cameras have been installed though the KG entrance is not monitored strictly enough: the external entrance is open and unsupervised at times during the school day. A system for controlling movement around the school has made the buildings more secure. This system also limits fast evacuation and exit from the girls' section in an emergency and presents a potential hazard.

The school's resources to support its aims

The quality, quantity and range of resources are inadequate. Teachers are sufficient in number and well qualified. The considerable turn-over of staff hinders the school's ability to develop and enhance the quality of teaching through the continuous professional development programme.

There is little availability of ICT in classrooms, and where it is provided, it is not used effectively to support learning. The libraries offer a very limited range of reading materials. The resources in classrooms are insufficient to support adequate curriculum delivery. Some classrooms have bright displays of students' work. Many displays are uninviting and do not promote a pleasant learning environment. There is insufficient access to physical education and sport resources.

The school conducts regular evacuation drills. Procedures to maintain and monitor transport safety are effective.

The effectiveness of leadership and management

School leaders are aware of the need for improvement. They have made little progress since the previous inspection and the priority to improve the administrative service has been at the expense of planning to improve the provision and quality of learning. The school runs smoothly on a day-to-day basis. The board meets regularly and is chaired by the proprietor and includes parents' representatives. It does not provide sufficient support for development and it

does not hold the Principal and senior leaders appropriately accountable for the effectiveness of provision and raising students' attainment and progress. There has been limited investment in developing accommodation and the range of learning resources. Teachers' access to professional development has increased; the impact is limited.

The school's self-evaluation form (SEF) is neither realistic nor rigorous and is overly positive. The school development plan (SDP) is limited in scope. The goals lack precision to help guide improvement, particularly in raising standards. It does not identify appropriate strategies and timelines to monitor progress.

Performance management procedures are not appropriately clear and rigorous. Professional development is not adequately linked to results of lesson observation in order to further develop individual teaching effectiveness. Subject leadership lacks coordination and clarity of responsibilities. Additionally, assessment data is not shared. Together these contribute to limited analysis of students' attainment and progress in all subjects in order to set priority targets for improvement and monitor progress. Failure to understand how to use assessment strategically to drive improvement is the underlying reason why students have not been provided with sufficient challenge to accelerate attainment.

There is a parents' association. Responses to the parents' questionnaire and meetings demonstrate that parents are largely supportive of the school.

Progress since the last inspection

The school has made limited progress in response to the recommendations from the previous inspection; many of the issues remain. The school participates in the extensive programme of professional development for teachers provided by ADEC. This has led to some improvement in the quality of teaching. Staff are motivated; they often do not know how to improve. The quality, quantity and range of classroom and specialist resources remain unsatisfactory.

Parents are represented on the school board. There is no strategic oversight of educational improvement and leaders are not held appropriately to account. Self-evaluation procedures are not sufficiently rigorous, up-to-date or focused on improving the quality of education. There is not a systematic and rigorous assessment system that is used efficiently to track student progress and support their learning.

Consistently applied behaviour management procedures have resulted in improved student behaviour and students enjoy positive and harmonious relationships with their teachers. The leadership and management do not

demonstrate the capacity to bring about much-needed improvement in the education provided at the school without external support.

What the school should do to improve further:

1. Address as a priority identified security and safety concerns.
2. Raise students' attainment in all subjects so that it is at least in line with international standards by:
 - i. developing a systematic and rigorous system of assessment that enables teachers and school leaders to accurately monitor students' progress against external benchmarks
 - ii. using assessment data to plan learning activities that challenge the more able and support those who find learning difficult.
3. Develop the effectiveness of teaching and learning so that all lessons are at least satisfactory by:
 - i. ensuring teachers make more effective use of assessment results to plan and deliver lessons that meet the learning needs of all students, and ensure they understand their targets for improvement
 - ii. ensuring teachers make more effective use of a range of teaching and learning activities and questioning strategies to challenge all students
 - iii. systematic and rigorous monitoring of teaching and learning, and linking the outcomes to teachers' professional development.
4. Ensure curriculum implementation provides appropriate breadth and balance by:
 - i. extending the programme of activities
 - ii. ensuring that the KG curriculum is aligned to international standards
 - iii. ensuring that the needs of students with SEN and specific gifts and talents are met.

5. Develop the quantity, quality and range of resources in order to:
 - i. provide more access to ICT in the classroom, for students and teachers
 - ii. ensure that reading materials are appropriate to interest and encourage students to read more
 - iii. provide better facilities for students to engage in a wider range of sports and creative arts activities.

6. Develop the effectiveness of leadership and management by:
 - i. ensuring the board holds the school rigorously to account for the quality of teaching and learning and student attainment
 - ii. rigorous evaluation of all performance standards in order to guide priority improvement goals
 - iii. implementing a strategic plan to acquire resources to match learning needs and appropriately support curriculum delivery.

Inspection Grades

	Band A High performing			Band B Satisfactory		Band C In need of significant improvement		
Performance Standard	Outstanding	Very Good	Good	Satisfactory & Improving	Satisfactory	Unsatisfactory	Very unsatisfactory	Poor
	1	2	3	4	5	6	7	8
Standard 1: Students' attainment and progress								
Standard 2: Students' personal development								
Standard 3: The quality of teaching and learning								
Standard 4: The meeting of students' needs through the curriculum								
Standard 5: The protection, care, guidance and support of students								
Standard 6: The quality of the school's buildings and premises								
Standard 7: The school's resources to support its aims								
Standard 8: The effectiveness of leadership and management								
Summary Evaluation: The school's overall effectiveness								